



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### St Paul's Church of England (Voluntary Controlled) Primary School

Meadow Road  
Woodhouse Eaves  
Leicestershire.  
LE12 8SA

**Previous SIAMS grade: Outstanding**

**Current inspection grade: Outstanding**

**Diocese: Leicester**

Local authority: Leicestershire

Dates of inspection: 15 March 2016

Date of last inspection: 29 March 2011

School's unique reference number: 120173

Headteacher: Cal Hurst

Inspector's name and number: Carol Price

QA assessor: Allyson Taylor 768

#### School context

St Paul's is a smaller than average, one form entry school that serves a semi-rural village. The vast majority of pupils are white British heritage and there are very small numbers from minority ethnic backgrounds or who speak English as an additional language. The proportion of pupils with special needs and pupils for whom the school receives additional funding is below the national average. There are currently 213 pupils on roll aged 4-11. Nearly half of families choose to come from out of catchment. The school has recently been judged as outstanding by Ofsted.

#### The distinctiveness and effectiveness of St Paul's as a Church of England school are outstanding

- The school's Christian values are deeply embedded in all aspects of school life and learners consistently talk about the impact that each value has on their daily lives.
- Behaviour is exemplary and makes a positive contribution to the excellent academic achievement and the social, moral, spiritual and cultural development of learners.
- Collective worship is of high quality and has a central place in the life of the school, resulting in an impressive level of pupil engagement.
- The depth of the school's Christian character enriches the lives of pupils and staff alike so that they all feel valued, supported and inspired to be the best that they can be.

#### Areas to improve

- Extend the role of governors in evaluating the impact of the school's distinctiveness and effectiveness as a church school so that monitoring and evaluation more fully inform strategic planning and secure further improvement.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

High quality displays around the school confirm that this is a church school. The Christian values of thankfulness, honesty, friendship, peace, hope, forgiveness and justice are deeply embedded in every area of school life. As a result, they have a positive influence on the wellbeing and personal development of the whole school community by creating a safe, secure and nurturing environment 'in the sight of God'. All members of the school can clearly articulate that 'the Christian ethos of this school makes it a really happy place to be'. Every child is unique and this influences the support for pupils with academic or social and emotional needs, resulting in effective intervention strategies. Consequently, learners of all abilities and backgrounds make excellent progress and standards and attendance are consistently above national. Adults and children speak about the significant impact that the seven core Christian values have on their daily lives. Pupils talk about how their Christian values help them to 'bloom' and be better learners and enable them to 'know how to make the right decision'. There are strong relationships between all members of the community and behaviour is exemplary. Social, moral, spiritual and cultural (SMSC) opportunities have a positive impact and this is seen in the way that learners enthusiastically support fund raising activities. St Paul's is an inclusive environment, reflecting provision for SMSC including visits to different places of worship and a focus on global learning. For this reason, families of other faiths feel welcomed and valued by the school community. 'I loved talking about my Sikh faith', commented one pupil. Learners are challenged to consider deeper questions in life within religious education (RE) and are confident to share their views. The RE curriculum provides opportunities to learn about Christianity and other world faiths so that pupils demonstrate an excellent understanding, respect and appreciation of faith and cultural diversity. Pupils say that they enjoy RE lessons because they include a wide variety of engaging activities such as drama and art. As a result, children demonstrate an extensive knowledge of the Christian narrative and RE makes a significant contribution to the Christian character of the school.

### **The impact of collective worship on the school community is outstanding**

The school is deeply committed to the provision of high quality collective worship that enriches the lives of both adults and children. Pupils talk about how they enjoy worship because they are actively engaged by interesting activities and questions that relate to their own lives. Staff value the time to reflect and think about the meaning of Bible stories in their own lives. Worship is enriched by singing and music making. Monitoring of collective worship effectively informs development planning and successfully leads to improvement, for example, children's greater involvement of leading aspects of collective worship. Pupils eagerly prepare activities with visiting ministers, give Bible readings, choose the music and lead the school in prayers. The Assembly Action Group, made up of children from across the school, meet weekly to plan and evaluate worship. Whilst this has provided frequent opportunities for pupils to lead worship, the school has rightly identified the need for learners to do so more regularly. Worship is Christian in nature and centred on the life of Jesus; it is skilfully planned using the Diocesan themes, the school's Christian values and special events from the liturgical calendar. As a result, learners can clearly relate biblical teaching to their own lives and the school values. Local clergy from different Christian traditions regularly plan and lead acts of worship enabling children to have a rich, varied experience of Anglican and Methodist practice. Learners talk with an impressive degree of understanding about one God, who is Father, Son and Holy Spirit and the symbols they have developed to represent this. Prayer and reflection are central to the daily life of the school both during worship and at other times of the day. All pupils enthusiastically recite and act out the Lord's Prayer and value the opportunity to write their own thoughtful prayers, either personally or for special occasions. Prayer boxes in classrooms as well as in the school hall enable pupils to appreciate the part that prayer can play in their lives. These opportunities allow pupils to develop an awareness of a presence greater than themselves and impact positively on their spiritual development. Nina's Place, a precious outdoor area that

commemorates the death of a former pupil, is a special space where pupils go to reflect. Pupils talk eloquently about reflection and prayer and how these help them to overcome personal difficulties.

**The effectiveness of the leadership and management of the school as a church school is good**

The headteacher demonstrates a clear Christian vision and solid commitment to the school's church status. Her strong and inclusive leadership enables staff and governors to support her in the promotion of the school's Christian vision and values. Whilst the core Christian values are extensively developed in school, leaders agree on the need to promote them more widely within key documents. Leaders clearly describe how the school's Christian character drives children's excellent achievement, behaviour and well-being. As one member of staff commented, 'Christian values have encouraged children to behave well in all lessons which has a really positive impact on outcomes. Children are always ready to learn.' Priority is given to the leadership of RE and collective worship and statutory requirements for both areas are fully met. Professional development opportunities are offered to staff which demonstrate that leaders are mindful of preparing for future leadership of church schools. The RE coordinator supports staff who value her guidance. Parents are welcomed and involved in the life of the school. They hold the school in high regard and speak positively of the school and the values it promotes. The school benefits from links with St Paul's, the Methodist and Baptist churches. Governors know the school well and their role in monitoring the Christian distinctiveness has developed but is not sufficiently evaluative to inform strategic development as a church school. As this was an area noted in the previous inspection this prevents leadership from being outstanding.